

**Western Kentucky University**  
**TopSCHOLAR®**

---

WKU Archives Records

WKU Archives

---

4-1986

# UA68/2/1 Intercambio Internacional, Vol. X, No. 1

WKU Latin American Studies

Follow this and additional works at: [http://digitalcommons.wku.edu/dlsc\\_ua\\_records](http://digitalcommons.wku.edu/dlsc_ua_records)



Part of the [Higher Education Commons](#), [International and Comparative Education Commons](#), [International and Intercultural Communication Commons](#), [International Economics Commons](#), [International Relations Commons](#), [Journalism Studies Commons](#), [Latin American History Commons](#), [Latin American Languages and Societies Commons](#), [Latin American Studies Commons](#), [Mass Communication Commons](#), [Other Race, Ethnicity and post-Colonial Studies Commons](#), [Public Relations and Advertising Commons](#), and the [Regional Economics Commons](#)

---

## Recommended Citation

WKU Latin American Studies, "UA68/2/1 Intercambio Internacional, Vol. X, No. 1" (1986). *WKU Archives Records*. Paper 3663.  
[http://digitalcommons.wku.edu/dlsc\\_ua\\_records/3663](http://digitalcommons.wku.edu/dlsc_ua_records/3663)

This Newsletter is brought to you for free and open access by TopSCHOLAR®. It has been accepted for inclusion in WKU Archives Records by an authorized administrator of TopSCHOLAR®. For more information, please contact [connie.foster@wku.edu](mailto:connie.foster@wku.edu).





# Intercambio Internacional

Vol. X, No. 1, April 1986

Western Kentucky University, Bowling Green, Kentucky 42101

## EDITORIAL

### ARE FALLING OIL PRICES GOOD OR BAD FOR LATIN AMERICAN COUNTRIES?

*Kenneth Cann*

One year ago virtually no one expected the price of crude oil to fall to the extent that it has. Everyone seemed resigned to the continued vitality of OPEC, and eternally high oil prices. Nevertheless, conservation, the development of alternative fuels, increased world wide production, and the loss of discipline within OPEC sent the price downward in search of a new equilibrium. Are falling oil prices good or bad for the countries of Latin America? Will it help pay debts? Will it stimulate economic development?

Although Argentina might appear to benefit from lower prices, it probably will not. The reason it will not is simply because the country is largely self-sufficient in oil production. Since it does not import very much oil, it will not realize savings in foreign exchange which could then be applied to debt reduction. It is expected that Argentina will neither be helped nor hurt by the price decline.

Columbia is not normally associated with oil. It has been almost self-sufficient for several decades. In recent years, however, it has increased domestic production from new fields to the point that it has a small exportable surplus. Sale of the surplus will yield new income for the country because it did not previously export large amounts. Without a large debt to worry about, it will be able to apply any new income to further economic development. None of this occurs, however, because the world price of oil declined. It is made possible by increased production.

Ecuador and Venezuela are both oil exporters and members of OPEC. There seems little doubt that both will be hurt by the decline in oil prices. Ecuador is a small exporter, but it has undertaken a number of new public investment projects in recent years all of which depend on income from oil sales. It does not have an unmanageable debt problem. Venezuela's economy has depended on the export of oil for many years. Despite the prosperity of the 1970's, it did not exercise economic discipline and restraint, and managed to go further into debt at a time when oil prices were at all time highs. Now that prices have fallen, Venezuela will experience substantial declines in oil revenues, difficulty in sustaining economic development and debt management problems.

Mexico was experiencing major economic distress before the oil price drop. Pressure on the economy will no doubt worsen. Many analysts think that Mexico is on the verge of a major economic and political collapse. Political institutions seem to have lagged behind economic and social development, and may have actually retarded economic development. Corruption continues unabated. The external debt is far from being resolved. Default could occur almost

continued on page 8

## FALL MINI CONFERENCE

SHEPARD LOWMAN, Deputy Chief of Mission at the U.S. Embassy in Tegucigalpa, Honduras returned to Western in October, in 1985 while on home leave and gave an update on the situation in Central America since he was here last in April, 1984. He spoke to a class in Latin American studies, commented on Central American affairs during a luncheon with the members of the Latin American Studies Committee, and gave a formal address in the evening on October 30, 1985.

Eighteen months earlier Ambassador Lowman spoke of the "lack of a future" for nations like El Salvador and Nicaragua. By October he felt more optimistic and cited several signs of political progress including the reelection of President Duarte in El Salvador, support for a democratic government by the Honduran military, and preparations for elections in Guatemala. He spoke in favor of a continued U.S. presence in Central America in order to nurture the establishment of democratic institutions and to blunt further Cuban and Soviet penetration.

## TABLE OF CONTENTS

Editorial .....	1
Fall Mini Conference .....	1
A Comparison of Selected Personality Traits of Student Teachers in Local and International Settings .....	2
Faculty Activities .....	5
Western Student Visits Jamaica .....	5
Visitors on Campus .....	5
Meetings and Conferences .....	6

*Intercambio Internacional* is a publication of the Center for Latin American Studies at Western Kentucky University with editorial offices in room 212 of the Cravens Library, telephone (502) 745-5333. The opinions and conclusions contained in articles printed in this journal are those of the authors and do not necessarily reflect the policies of Western Kentucky University nor the opinions of its officers.

### EDITORIAL BOARD

Edmund Hegen  
Mary Ann McCelvey  
John Petersen  
Richard Salisbury  
Kenneth Cann, Editor

Manuscript contributions are welcome from anyone interested in Latin America and hemispheric cooperation and exchange. Articles may be in English, Portuguese, or Spanish. Send your contributions to: Center for Latin American Studies, Western Kentucky University, Bowling Green, Kentucky 42101.



# A COMPARISON OF SELECTED PERSONALITY TRAITS OF STUDENT TEACHERS IN LOCAL AND INTERNATIONAL SETTINGS

Frank Bickel, Associate Professor  
C. Leland Smith, Professor  
University of Kentucky

## Introduction

As a consequence of its commitment to international and multicultural programs, the College of Education, University of Kentucky, joined the Consortium for Overseas Student Teaching (COST) in 1973. Over a period of ten years, 105 education majors were placed in the bi-national schools of Latin America for three months of student teaching. During this period, most students lived with a host country family and were immersed in a foreign culture.

The first group of eight student teachers (fall, 1974) to participate were highly enthusiastic concerning the personal benefits of the program. They perceived that the experience of being immersed in a foreign culture, of having had to cope with the customs and mores of a different society, of being on one's own and at the mercy of the good will of strangers, had given them more self-confidence and changed their value systems.

The literature on attitude and value changes resulting from a crosscultural student teaching experience is sparse. McKiernan (1980) in a study of overseas student teaching and its effect on the expressed self-acceptance and acceptance-of-others of participants found overwhelming positive changes reported in the acceptance of and openness to different ideas and people. Crew (1972) believes that an intercultural experience has a broadening and enriching effect on the participant; and any reduction of teacher provincialism, regardless of what the teachers may teach, is certainly beneficial. The teacher remains the key to the learning process; attitudes, values, and frame of reference will affect what students learn in both the cognitive and affective domain.

Referring to changes in attitudes and values due to an international experience of students of social work in Guam, Sikkema and Niyekawa Howard (1977) stated:

Students expressed a sense of increased appreciation for and interest in a wide range of people, a sense of challenge (rather than avoidance and distrust) with respect to differences, an acceptance of a wide range of values, increased confidence in their ability to develop relationships and skills in communication.

Pyle (1981) found that students participating in a service-learning project in an overseas setting made statistically significant changes on four developmental variables as measured on the Student Development Task Inventory (SDTI). Posttest gain was statistically significant for autonomy, interdependence, mature lifestyle plans and total student involvement task inventory items.

Studies of crosscultural experiences frequently report positive changes in attitudes of the participants due to the assignment. This study investigated alterations in personality traits, utilizing pre and post measures with validated personality assessment instruments. The following research questions were addressed:

1. Will student teachers in a crosscultural setting exhibit more extensive alterations in personality traits than those in a local setting?
2. Will student teachers differ in personality traits from in-service teachers?

## Methodology

Samples were selected from the pool of students choosing the Latin America student teaching experience, and from those that chose to student teach in Fayette County and surrounding areas. The study was done over a period of four academic years. A limitation of the study is that self-selection was operative in sampling. The lengths of the instruments required considerable time to administer and score. Access to this type of data may, on the other hand, be viewed as a strength of the investigation. All subjects were administered the Personality Orientation Inventory (POI) and California Psychological Inventory (CPI) prior to, and subsequent to the student teaching experience. A sample of experienced local classroom teachers was selected and administered the same inventories for comparison purposes, but as a single, rather than pre and post measure.

The final sample consisted of 26 Latin American student teachers, 23 local student teachers and 14 experienced classroom teachers.

All CPI and POI scales were included in the analysis; however, data included in Tables 1 and 2 are limited to those scales on which significance was found. Reference is made to the POI and CPI manuals for reliability and validity data (p. 11).

A repeated measures design with ANOVA was utilized to test for differences between groups on both pre and post measures and for differences between pre and post measures by group. A three group ANOVA was run on differences among the student teacher groups and classroom teachers.

## Results

There were no significant differences on any of the POI scales, either by group or by time resulting from the two group analysis. However, groups differed significantly on the POI synergy scale on the three group analysis. Means for the U.S. student teachers and classroom teachers were almost identical, with the Latin student teachers scoring higher than either of the other groups.

Significant differences in the two group analysis on the CPI occurred on five of the scales; **capacity for status**, **sociability**, **social presence**, **good impression**, and **achievement via conformity**. The U.S. student teachers had the higher post score mean on the **capacity for status** scale; Latin student teachers' post score means were highest on the other four scales. The U.S. student teachers had a greater gain on the post score mean of the **social presence** scale than the Latin group; however, their post score mean on this scale was slightly lower than the pre score mean for the Latin group.

Additionally, there were significant interaction effects of group by pre and post measures on the **social presence** and **psychological-mindedness** scales of the CPI. The U.S. group's post measure mean reflected a substantial gain over the pre measure mean on the **social presence** scale. There was a reversal of direction of the means of the Latin and U.S. groups on the **psychological-mindedness** scale. The Latin group post mean was lower than the pre mean; the U.S. group post mean was higher than the pre mean.

The three group analysis resulted in significance on two of the CPI scales, **social presence** and **flexibility**, with the Latin group's means above the U.S. group and classroom teachers.

continued on page 3



**TABLE 1**  
TWO GROUP ANALYSIS OF  
PRE AND POST CPI SCORES BY SELECTED SCALES

Scale	Student Teachers Latin America Group 1				Student Teachers U.S. Group 2				F	Prob.	Treatment Variance
	Pre Mean	S.D.	Pre Mean	S.D.	Pre Mean	S.D.	Pre Mean	S.D.			
Capacity for Status	20.8	3.3	22.0	3.9	20.9	4.3	22.4	3.9	9.61	.003	14%
Sociability	27.1	4.9	28.0	4.6	25.2	4.7	26.4	5.1	4.58	.030	7%
Social Presence	40.8	5.9	41.2	6.5	37.1	7.1	40.7	6.4	9.58	.003	15%
Good Impression	16.7	4.1	19.8	5.3	17.9	6.4	18.9	5.1	12.64	.001	20%
Achievement Via Conformance	28.6	3.4	29.9	3.5	28.5	5.0	28.9	4.5	4.03	.050	6%
Psychological- Mindedness	12.8	2.3	12.2	2.3	12.3	3.2	12.9	3.1	3.77	.050	9%

(1) N=26  
(2) N=23

**TABLE 2**  
THREE GROUP ANALYSIS OF  
PRE CPI AND POI  
SCORES BY SELECTED SCALES

Scale	Student Teachers Latin America Group 1		Student Teachers U.S. Group 2		Teachers Group 3		F	Prob.	R <sup>2</sup>
	Pre Mean	S.D.	Pre Mean	S.D.	Pre Mean	S.D.			
Synergy (POI)	7.50	1.02	6.86	0.86	6.85	1.09	3.14	.050	.09
Social Presence (CPI)	40.7	5.90	37.17	7.14	36.42	5.18	3.00	.05-	.09
Flexibility (CPI)	12.3	3.32	10.95	4.50	8.00	4.31	5.44	.006	.15

(1) N=26  
(2) N=23  
(3) N=14



## Conclusions

The two groups of student teachers selected in this study seemed to possess very similar personality characteristics prior to the student teaching experience, evidenced by the analysis by group on both the POI and CPI scores. Significant changes occurred on the pre and post analysis of the CPI, suggesting that the student teaching experience did influence the socialization and interpersonal adequacy of students, as measured by the CPI instrument. However, there was insufficient evidence to support an affirmative response to the first research question.

Significant gains were made by both Latin and U.S. student teacher groups on the **capacity for status** scale. High scorers on this scale are described as ambitious, active, forceful, insightful, resourceful and versatile. The Latin American experience seems to have had no more influence on these characteristics than the U.S. experience.

Scores on the **sociability** scale reflected a significant gain for the U.S. student teacher group. This scale identifies individuals who seek out and enjoy encounters and possess a participative temperament. The interactive nature of their teaching experience may have enhanced the development of these characteristics for this group. Pretest scores for the Latin group were above those for the U.S. group, though not statistically significant; however, the gain on this scale was less for the Latin group.

The **social presence** scale identifies individuals who manifest verve, spontaneity, wit and caprice in their social behavior. Scores for the U.S. group reflected a significant gain on this scale. A slight increase was evident in the scores on the Latin group, but their pretest score was approximately the same as the post scores for the U.S. group, indicating that they possessed these characteristics to a greater degree prior to the student teaching experience. Both the Latin and U.S. student teacher groups scored significantly higher on the **social presence** scale than the teacher group.

Latin American student teachers had greater gains on the **good impression** scale than their U.S. counterparts. This scale identifies individuals capable of creating a favorable impression on others, and who are concerned about how others react to them. An explanation of this result is related to living and working in a culture with a different language and social behavior norms. Immersion in a different culture is likely to have enhanced the level of awareness of the desirability of exhibiting socially acceptable behavior, and to cause a greater consciousness of social cues from others.

This finding seems consistent with that observed on the **achievement via conformance** scale. The Latin group's gain on this scale was significantly greater than that of the U.S. group. This scale identifies those factors of interest and motivation which facilitate achievement where performance is structured and criteria for evaluation are specified. Norms for performance behavior of teachers vary between cultures, just as social norms. The Latin student teachers appeared to rely more heavily on structuring of their performance than did the U.S. group. The U.S. group was operating in schools and cultural settings with which they were familiar, which may account for the differences between their and the Latin group's scores on this scale.

The second research question was affirmed by the three group analysis. The analysis resulted in significant differences between the groups on the **flexibility** scale of the CPI. This scale indicated the degree of flexibility and adaptability of a person's thinking and social behavior. The Latin group scored highest on this scale, then the U.S. group, with the teacher group the lowest. There were no changes of scores on the pre and post measures, indicating that this characteristic remained unaltered by the student teaching experience. However, it is clear that groups were significantly

different on the levels at which this characteristic was exhibited.

An interaction effect was found on the **psychological-mindedness** scale, which identifies those individuals who are interested in and responsive to, the needs, motives, and experiences of others. From pre to post score, the Latin group score decreased slightly, the U.S. group increased slightly, with both being higher than the teacher group.

Significance was reached on one POI scale with the three group analysis. The **synergy** scale measures the ability to see opposites of life as meaningfully related. Latin student teachers scored highest on this scale, then the U.S. student teachers, with teachers scoring lowest.

## Discussion

The lack of pre and post differences on the POI scales can be explained by comparing group means with established norms for self-actualizing persons. There was less than one item difference between group means and reported norms on ten of the twelve POI scales, including the self-actualizing scale. The Latin and U.S. student teacher groups were apparently self-actualizing prior to the student teaching experience, so that a significant shift should not be reasonably anticipated.

The results of this study provide evidence that the student teaching experience influences personal characteristics of student teachers, irrespective of the cultural setting. The suggestion that students who choose student teaching experiences in other countries are initially different from other students is not supported by analysis of scores on the pretest measures. Some initial differences were apparent between group means, but not substantial enough to be statistically significant. Overall, the CPI instrument seemed to be sensitive to alterations in selected personality traits with this sample of student teachers, resulting from the student teaching experience.

Changes in scores from pre to post suggest that the Latin group became more sensitive to how they were perceived by others, and more willing to conform to established norms of performance to achieve their goals. With these exceptions, the Latin American experience seemed to be no more nor less effective in altering personality traits than the U.S. experience. This is limited to those traits as measured by the CPI.

The apparent greater flexibility and adaptability of the Latin group than either the U.S. or teachers groups cannot be attributed to the student teaching experience. It is likely that students who self-selected into the Latin group possessed these traits to a higher degree than their U.S. counterparts, prior to student teaching. Comparatively low scores of teachers on this scale suggests that extended classroom experience could tend to lessen one's willingness to adapt behavior and to exhibit flexibility in thinking and acting.

There is evidence that multicultural experiential education can have an impact on values and attitudes of students, as measured by a variety of questionnaire strategies. This study lends limited support to this evidence, concluding that some personality characteristics may be altered through the student teaching experience.

## REFERENCES

- Crew, A. A decade of student teaching Latin America. *Journal of Teacher Education*, Summer, Vol. 23, No. 2, 203.
- Gough, H.G. *California Psychological Inventory*. Consulting Psychologists Press, Inc., Palo Alto, California, 1975.

continued on page 5



McKiernan, J.W. An evaluation of the Consortium for Overseas Student Teaching and its effect on the expressed self-acceptance and acceptance of others of its participants. (Unpublished doctoral dissertation, University of Alabama, 1980).

Pyle, R.K. International cross-cultural service/learning: Impact on student development. *Journal of College Student Personnel*, November, 1981, Vol. 22, No. 6.

Shostrom, E.L. *Personal Orientation Inventory*. Educational and Industrial Testing Service, San Diego, California, 1968.

Sikkema, M. and Niyekawa-Howard, M.M. *Cross-Cultural Learning and Self-Growth/Getting to Know Ourselves and Others*. New York: International Association of Schools of Social Work, 1977, 76-77.

## FACULTY ACTIVITIES

**DR. RONALD ADAMS**, Professor of Educational Leadership was invited by the United States Information Agency (USIA) to travel and speak in several countries of Latin America on behalf of the National Parents Resource Institute on Drug Education, Inc. In September, 1985 he spoke to members of the Colombian National Parent Conference on Drug Abuse in Pereira, Colombia, and to the National Technical Committee on Drug Abuse Prevention in Bogota, Colombia.

In August, 1985 **DR. JOSEPH CANGEMI** of the Psychology Department traveled to Ecuador where he conferred with private businessmen on problems of management-employee relations.

**DR. KENNETH CANN** of the Department of Economics and Director of the Center of Latin American Studies spent six weeks in Garca, Sao Paulo, Brazil during June and July, 1985. Not only is Garca the birthplace of his wife, but at one time enjoyed the reputation of being the municipio of largest coffee production in the world. His book review of *The Gap Between the Rich and Poor: Contending Perspectives on the Political Economy of Development*, by Mitchell A. Seligson, Westview Press, 1984 was published in *South Eastern Latin Americanist*, Vol. XXIX, #2-3, Sept.-Dec., 1985.

From November 13 to 24, 1985 Professor **DAVID COFFEE** of the Agriculture Department participated in the W.K. Kellogg-Partners of the Americas Seminar in the International Development that took place in Fortaleza and Brasilia, Brazil. Dr. Coffee delivered a paper at the seminar entitled "Private Sector in International Development."

**DR. EDMUND HEGEN**, Department of Geography and Geology, presented a lecture on the regional geography of Brazil to a Latin American Studies Seminar at the University of Alabama at Tuscaloosa in January, 1986.

**DR. JAMES MARTIN**, Department of Agriculture, spent two weeks in Ecuador recently on a travel grant from the Partners of the Americas. He developed and planted a vegetable garden with 70 varieties of plants in a garden located on the grounds of a school near Santo Domingo de Los Colorados, Ecuador. The city is Bowling Green's sister city. The garden will provide food for the students in residence at the school, serve as a teaching laboratory, and a demonstration project.

**DR. JANET PALMER** returned to Ecuador over the Christmas holidays, 1985 to continue her work toward the establishment of a two-year, postsecondary technical institute in Santo Domingo de los Colorados. During this visit the school was formally approved by the Ecuadorian Ministry of Education. Dr. Palmer also attended a conference on National Economic Development in Lima, Peru.

**DR. RICHARD SALISBURY**, History Department, carried out research in Spain during the summer of 1985 made possible by a Fulbright-Hays Faculty Research

Fellowship. His research dealt with Spanish-Latin American relations from 1900 to 1930. Dr. Salisbury also co-authored a chapter on Costa Rica in the *Research Guide to Central America and the Caribbean*, edited by Kenneth J. Grieb, University of Wisconsin Press, 1985. Additional activities included the writing of two biographical sketches on Alejandro Alvarado Quiros and Luis Anderson Morua which appear in the *Biographical Dictionary of Modern Peace Leaders*, Greenwood Press, 1985, and a lecture given at Murray State University to the History Honor Society dealing with "The United States and Central America: the Current Crisis in Historical Perspective."

**MR. JOHN W. SWEENEY**, Director of University Development, traveled to Santo Domingo de Los Colorados during the Christmas break where he consulted with the Colegio Adventista del Ecuador with the view to establishing a development program and office at that school. His trip was sponsored by the Ecuador-Kentucky Partners of the Americas organization. He did similar work at the Universidad Technica de Esmeraldas, and assisted in forming a development plan for the city of Esmeraldas. Sweeney also attended a conference dealing with National Economic Development in Lima, Peru.

## WESTERN STUDENT VISITS JAMAICA

**CINDY SMITH**, a sophomore from Bowling Green majoring in public relations and minoring in agriculture, visited Kingston, Jamaica during the first week in April, 1985 as the National Ambassador for the 4-H organization. Cindy has been active in 4-H activities since the age of ten. She won numerous awards in 4-H activities over the years, and served as state vice president during 1983-84. Her trip to Jamaica took place after she was selected from 49 other state candidates. She and her mother stayed with a host family in Kingston, and while there she gave a speech and presented a plaque at a ceremony commemorating the 45th anniversary of 4-H Founder's Day in Jamaica.

## VISITORS ON CAMPUS

An economics teacher from the Colegio Santa Francisca Romana in Bogota, Colombia, **ALFREDO OSPINA**, spent the fall semester, 1985 at Western Kentucky University observing classes at Western and visiting in the public schools of South-Central Kentucky. Professor Ospina is the fourth teacher from the Colegio to visit Western for one entire semester. An opportunity exists for a Western Faculty member to visit the Colegio in Bogota as a part of the program.

Ambassador Shepard Lowman, Deputy Chief of Mission at the U.S. Embassy in Tegucigalpa, Honduras made a brief two-day visit to the campus during October, 1985. Mr. Lowman visited the campus a year earlier when he participated in a seminar on Central America.

## MEETINGS AND CONFERENCES

A call for papers has been issued by the Southeastern Conference on Latin American Studies for its annual meeting on April 3-5, 1986. The meeting will be held at Clemson University. The conference theme is "City and Country In Latin America: the Implications for Change." Contact George A. Bowdler, Political Science Dept., University of South Carolina, Aiken, SC 29801.

A conference on Latin American Popular Culture, sponsored by Tulane University's Center for Latin American Studies, and Loyola University will be held in New Orleans on April 10-12, 1986. Contact Harold E. Hinds, Division of Social Sciences, University of Minnesota, Morris, MN 56267.

The 1986 annual meeting of the Midwest Association for Latin American Studies will convene at St. Louis University and Washington University in St. Louis on Sept. 25-27. The conference theme will be "War and Peace in Latin America." Contact Richard J. Walter, Dept. of History, Washington University, St. Louis, MO 63130.

The Comparative and International Education Society held its 30th annual meeting in Toronto, Canada on March 13-16, 1986. Contact Gail Kelly, Comparative Education Center, Christopher Baldy Hall, SUNY-Buffalo, Buffalo, NY 14260.

The XIV annual conference of the National Association for Chicano Studies was held April 3-5, 1986 at the University of Texas, El Paso. For more information contact Chicano Studies, University of Texas at El Paso, El Paso, TX 79968.

The XIII International Congress of the Latin American Studies Association will take place in Boston on October 23-25, 1986. Proposals for sessions, papers, and special events are still being accepted. For further information contact Merilee S. Grindle, Program Chairwoman, Committee of Latin American and Iberian Studies, Harvard University, 1737 Cambridge Street, Cambridge, MA 02138.

The Rocky Mountain Council on Latin American Studies held its annual meeting at Estes Park, Colorado on April 2-5, 1986. Inquiries should be sent to Dr. Robert Ferry, University of Colorado, Dept. of History, Boulder, CO 80207.

The Floricanto Press is seeking original manuscripts for publication in its series of bilingual books for children. The press is interested in fiction and nonfiction which is nonsexist and nonstereotypical and which presents a multiethnic environment that is positive, educational and entertaining. Manuscripts may be in either English or Spanish for children ages 5-9. Manuscripts must be accompanied by a stamped, self-addressed envelope. For submission or more information contact: Claire A. Splan, Associate Publisher, Floricanto Press, 604 William Street, Oakland, CA 94612.

AFS International/Intercultural Programs, formerly known as the American Field Service, announces the expansion of its teacher exchange program with the addition of Brazil, Ecuador, Mexico, Panama, and Venezuela. The Visiting Teachers Program already includes China, Thailand, Peru, Chile, and Costa Rica. AFS's program allows teachers to undertake an intercultural living experience while also enriching teaching skills. U.S. secondary school teachers live with a host family in one of the countries mentioned, and observe and teach in the local school, while participating in cultural enrichment activities. Summer and six-month options are available. For further information contact Carolyn Yohannes, AFS International/Intercultural Programs, 313 East 43rd Street, New York, NY, 10017. Telephone: (212) 949-4242, ext. 407.



## FALLING OIL PRICES GOOD OR BAD

(continued from page 1)

any day. A drop in oil prices is one more straw on the camel's back. As a result, the drop in earnings from oil exports could very well spell the difference between an economic collapse and continuing to muddle through.

Brazil neither exports oil, nor is self-sufficient. It still imports from 80% to 85% of its annual needs, mostly from the Persian Gulf rather than Mexico or Venezuela. Brazil's economy was devastated by the oil price rises that occurred after 1973. More than anything, it was the enormous increase in the oil bill that ended the so-called economic miracle years for Brazil. Most of its external debt was incurred during the high oil price years as it sought to invest in alternative energy sources. Those sources were (1) increased domestic oil production, (2) hydro and nuclear electric generation, and (3) alcohol as a fuel. Given the fact that Brazil still imports large amounts of foreign oil, a reduced price will be of enormous benefit to the country. Foreign exchange can be reallocated to domestic investment and to external debt management. Both actions will strengthen the economy and return Brazil to a secure position in international banking circles.

In conclusion, it appears, on balance, that the oil producers (Ecuador, Mexico, Venezuela) will be hurt by the price decline, the oil importers (Brazil) will be helped. The other countries will neither experience major benefits nor damages. It remains to be seen, however, whether any of the countries will undertake major policy changes. Decision makers may feel that the oil price decline is only temporary—a short-run aberration, while the long-run tendency is toward ever increasing oil scarcity resulting in ever higher prices.

4/86/1.5M/IPWKU—Printing paid from state funds, KRS 57.375.

---

**Center for Latin American Studies  
Western Kentucky University  
Bowling Green, Kentucky 42101**

NON-PROFIT ORGANIZATION U.S. POSTAGE <b>BULK RATE</b> <b>PERMIT 398</b> BOWLING GREEN, KY. 42101
--

DS475